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AUTHOR	Giles, Ray, Ed.
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ABSTRACT

This fall 2002 newsletter from the Community College League of California contains several articles, news stories, and the brochure from the 2002 Annual Convention, "Celebrating the Way California LEARNS." Articles include: (1) "Nursing Shortage Poses Dilemma for Colleges: Access vs. Efficiency," a discussion of the debate over how to increase the number of nurses trained by California community colleges to meet the state's growing nursing shortage; (2) "Transfers Flock to CSU Campuses; UCLA, Phoenix, Berkeley also Popular," a summary of the transfer activity of California community college students from 1993 to 2001; (3) "From my Perspective: Colleges Challenged to Meet State's Workforce Needs," an interview with Steven Levy about his analyses and forecasts for the California economy; (4) "Embry-Riddle, DeVry Popular Among Students Seeking Specialized Degrees," a discussion of two career-oriented private universities that are successful in attracting a significant number of California transfer students; and (5) "Web sites Help Explain Changes, Challenges in CA Cities, Suburbs," the description of a Web site that tracks a variety of social and economic trends. In addition, the newsletter includes several "On Campus" news stories and announcements of community college appointments. (CB)

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ED 471 396

Annual Convention Update and highlights Pages 7 - 12

Community College League of California

TheNews

FALL 2002

NURSING SHORTAGE POSES DILEMMA FOR COLLEGES: ACCESS VS. EFFICIENCY

At the end of the day, the debate over how to increase the number of nurses trained by California community colleges to meet the state's growing nursing shortage comes down to a question of equity and access, two keystones of the system's mission.

According to a recent study commissioned by the State Chancellor's Office, colleges could train more nurses at the same cost by simply raising admissions standards. However, such action would also result in training fewer African-American, Asian-American and Hispanic nurses.

As Chancellor Tom Nussbaum wrote in an email on the topic, "It would be dangerous to consider and implement this research in isolation. The discussion we're undertaking is one of rationing access -- looking at who gets into limited spaces. This discussion is in direct conflict to the open access mission of the California community colleges."

CONTINUED ON PAGE 2

Transfer Bound!

This Grossmont College graduate proudly displays her transfer destination on the back of her commencement robe. UC Berkley and UCLA are two of the most popular transfer campuses for California community college students.

TRANSFERS FLOCK TO CSU CAMPUSES; UCLA, PHOENIX, BERKELEY ALSO POPULAR

Between 1993 and 2001, more California community college students transferred to California State University campuses than all the University of California campuses and private colleges combined.

In fact, of all institutions admitting transfer students, seven of the ten most popular were CSU campuses, with San Diego #1 and San Jose #2. UCLA was the most popular UC campus. The only private institution in the top 10 transfer destinations was the University of Phoenix.

The findings come from a recent report by the State Chancellor's Office titled, "Transfer Capacity and Readiness in the California Community Colleges." According to the report, the system-wide transfer rate was 34.2 percent for the 1994-2000 cohort. The rate reflects the percentage of students who attempted transfer-level math or English and completed at least 12 units and then transferred. In the 1994 cohort (which had six years to transfer), 37 percent of whites transferred, 43 percent of Asians transferred, 26 percent of Hispanics transferred and 24 percent of African Americans transferred.

Of the 1994 cohort transferring to UC, 46 percent were white, 33 percent Asian, 13 percent Hispanic and three percent African American. For CSU transfers, 49 percent were white, 24 percent Asian, 18 percent Hispanic and four percent African American.

Sixty-five percent of all transfer students to CSU and 13 percent of all UC transfers had taken basic skills classes. (A study by City College of San Francisco shows that 64 percent of "transfer-prepared" students in the system have taken non-credit classes.) "It's a testament to the commitment of

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NURSING SHORTAGE

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The increase in nursing vacancies in California health care facilities – California is expected to have a shortfall of 26,000 nurses by 2006 - is occurring at the same time the completion rate for students in nursing programs is dropping. With community colleges training an estimated 70 percent of all registered nurses, the downturn in the completion rate couldn't come at a worst time for California. Tammy Rice, the director of nursing at **Saddleback College**, says nurses "are an older group. The average age is about 45. We need reinforcements."

The genesis of the problem was a decision by the Chancellor's Office in the mid-90s that the selection process used by many colleges at the time – admitting students with the highest GPA – violated state regulations related to open access. Completion rates at that time were about 85 percent. As a result of the Chancellor's Office decision, nursing programs reduced admission standards admitting, on a first-come, first-served basis or by lottery, those who met basic minimums. As a result, says Katherine Townsend, director of nursing at **El Camino College**, "I had students entering the program at the fifth grade reading level. They certainly couldn't read a 15th grade level book." The completion rate now stands at about 73 percent, down 12 percent. Says Townsend, "We're losing too many people who are putting in a lot of time and money. But you can't have grade inflation in nursing. You can't have an unsafe nurse working with the public."

The problem became so acute that nursing directors met with the Chancellor and his staff in 1999. As a result of that meeting, a study

HEALTHY SUCCESS – These recent nursing program graduates from Santa Monica College are pleased with the diagnosis for their future.

was commissioned to identify and validate prerequisite knowledge and skills for nursing programs. The study, which was published this summer, evaluated the transcripts and completion rates of more than 5,000 students from 20 colleges. Its major findings included:

- The four best indicators of student success were overall GPA, English GPA, core biology GPA and a lack of repeating the core biology class.
- Students with a 2.5 GPA in each of the above and no repeats of the core biology class completed the program at a 72 percent rate. Students with a 3.0 GPA completed the program at an 80 percent rate.
- Whites have the highest completion rates, followed by Latinos, Asians and African Americans.
- Raising the GPA requirement increases the percentage of admitted students who successfully complete the program, regardless of ethnic group. African-Americans, for example, would increase their completion rate from 59 to 74 percent. However, raising the GPA would also increase the percentage of whites admitted and decrease the percentage of African-Americans admitted, thus exacerbating the existing diversity problem. (Whites currently make up 51 percent of the nursing workforce, Hispanics 14 percent, Asians nine percent and African Americans six percent.)

At **Merritt College**, the nursing class includes an equal number of whites, African-Americans and Asian-Americans with slightly fewer Hispanics. Admission to the program, reports Sandy Takakura, the new director of the associate degree nursing program, requires a 2.5 GPA in anatomy, physiology, microbiology and algebra. The completion rate for Merritt students has been below the state average of 80 percent. Merritt students have also been below the state's average pass rate on the state license exam. Takakura has been hired to improve those rates.

"They have lives," she says when asked why completion and pass rates are below average at Merritt. "Their priority is to take care of their family, eat and survive. There is not enough time in the day to

CONTINUED ON PAGE 6

FROM MY PERSPECTIVE

COLLEGES CHALLENGED TO MEET STATE'S WORKFORCE NEEDS

Stephen Levy is one of the state's best known and respected thinkers and writers on the subject of analyzing and forecasting the California economy. As director and senior economist for the Center for Continuing Study of the California Economy, Levy and his firm have been providing government and private organizations with assessments of economic and demographic trends in the state since 1969. With clients such as the Southern California Association of Governments, the Irvine Company and the Sacramento Area Council of Governments, his work has acquired a national reputation for credible and independent analysis.

Stephen Levy

The latest reports from his firm include, "California Economic Growth," "Shared Prosperity and the California Economy," and "Smart Public Investment for the California Economy."

Levy is an advocate for workforce investment as well as business/community college partnerships. "There is broad agreement that the California economy needs a continuing increase in skills for its workforce in order to be competitive and to be a place where firms and entrepreneurs want to come to. There's pretty broad agreement that all Californians deserve a chance to increase their skills and escape poverty. There's also broad agreement that some postsecondary education and training is important for skills acquisition. That makes community colleges very central to the solution." Recently, The NEWS visited with Levy at his Palo Alto offices. He was candid as to the challenges faced by community colleges. "The citizens of California are really in conflict with themselves. We've gotten into the situation where taxes can go down but they can't go up. No one writing the books of economics or how you manage public policy said taxes and spending shouldn't go both ways. But we've gotten in this situation where people say they want all of the spending, education is a top priority, colleges are great, give us more infrastructure and, by the way, lower taxes. We're in a profound battle over how much we value these services because they are going to cost more to support."

NEWS – What is your firm projecting for California's economy for the next 12 months?

Levy – I think we're in for a slow recovery. We're in this funny situation where the economy is really doing fairly well but all this stuff with the stock market and corporate governance really puts a huge damper on it. We hope the stock market doesn't tank and discourage consumers from spending. But it's interesting to note that the state budget has become disconnected somewhat from a relatively healthy economy because of the substantial downturn in the stock market.

NEWS – Are you referring to the significant drop in capital gains tax revenue the state has suffered in recent years?

Levy – Yes, the reliance of the personal income tax on stock options and capital gains and their disappearance and their probable low levels over the next couple of years. Tech and the Bay Area will trail in the downturn versus Southern California and the Central Valley.

NEWS – You've written a great deal about the need for California to invest in infrastructure, including transportation, housing and education. Will California meet that challenge?

Levy – All states, including California, are in kind of a revolution in thinking about the role of public policy in making an economy competitive. The old school was to give businesses tax breaks and incentives. No one in public policy is saying that anymore. States now compete as places to live and work. Therefore education, infrastructure and housing are all impor-

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FROM MY PERSPECTIVE

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tant, particularly housing. We don't have enough capacity for either education or housing and that's a problem. Housing is just too expensive in California. We continue to live this fantasy that we can provide the jobs but we don't have to worry about housing for people. That somehow they'll be enough "over there", meaning over in the Central Valley for Bay Area workers and places like Moreno Valley for Los Angeles commuters.

NEWS – What about community colleges? Can the state keep up the demand for postsecondary education and training?

Levy – I see two issues. There is clearly a money issue that is general to higher education. We ought to be planning for higher enrollments, including more facilities and more money for higher levels of specialized training. (Chancellor) Leo Chavez at Foothill-DeAnza (CCD) said, 'You all want more nurses but nurses cost us three times as much to train and we only get the same ADA so do you really want more nurses?' And the second thing is, and I'm an outsider, is that you have to combine the anti-poverty work that is done under the heading of workforce preparation with the reaching out to business done through contract ed. You've got two separate workforce preparation programs, one program for "them" and another for Intel. This is a one workforce, one economy, one state. I know (Board of Governors member) Amy Dean in the career ladders piece that came out about a year ago talked about merging the two.

NEWS – What kinds of jobs will our economy create in the future?

Levy – Most of the jobs in California are in government, education, health care, construction, and retail. Many of the interesting career opportunities are in the not-so-fancy fields, nursing, child care, auto mechanics, housing construction. The important point for the mass provider, which is what community colleges are, is to also have programs in the large areas, not just little boutique programs for high tech folks.

Stephen Levy

NEWS – In your new report, "Shared Prosperity and the California Economy," you write how California can develop a new workforce investment strategy to meet the changing needs of employees and employers. What do you mean?

Levy - To an economist, the skills acquisition that individuals go through to get their education and training is called human capital investment. It's a huge part of our policy about offering people the opportunity for better lives, particularly immigrants. We invest in them. We pay for the buildings, for the teachers and subsidize the students. You have to think of it as an investment program and not as a spending program. When corporations borrow $4 billion to invest in three new semi-conductor plants everyone says, 'They're investing for the future. Hooray!" That's what you've got to be thinking about when you're building new colleges. It's an investment strategy for California's competitiveness.

NEWS – And will California match the challenge and invest for its future?

Levy – That is the question. The colleges have experienced a rush of connection at the local level with bonds being passed in the 60 – 70 percent range. People get it, even in a difficult economic time. And then we turn around and the state budget, which funds the identical programs – local education with local boards – and we say, 'No, no, no, that's waste, that's government.' That's a disconnect. We fund facilities with local bonds and ADA with state budget. We say 'yes' to one and 'no' to the other. We have to resolve that and we have to resolve that on the side of the same generosity we show when districts come to voters with plans and bonds for specific buildings and we vote 'yes' at 60 to 70 percent majorities. ◆

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Transfers flock to CSU campuses

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the leadership at the institutions," says Gene Hudson in the State Chancellor's Office. "A lot of energy and resources goes into helping these students get ready for transfer."

The report found that "The quality of the high school academic preparation of students desiring to transfer is, by far, the most significant variable beyond the control of the individual college." Other barriers to transfer include the level of academic preparation by the student, personal or family issues and a growing number of university programs unable to admit more students. In an ominous sign for the future, CSU listed 30 programs as impacted during the 2000-2001 academic year. In the 2002-2003 year, that number jumped up to 71.

At UC, community college transfers jumped from 9,872 in 1997-98 to a record 13,627 this current Fall semester.

Juan Alvarez, the dean of student services at **Modesto Junior College**, says the new data shows positive progress for Hispanic students. "I see more and more Latino students coming to college and the transfer rate is improving." He believes the gap between Latino transfers and whites is closing as more students come out of high school better prepared. But there are still challenges. "Most of our highly qualified students go directly into UC. A large number come to community college to get their degree and then a job. And we're still getting a lot of first generation Mexican immigrants. The bottom line is if they come from a good high school, they do as well as the white students."

African American students chose three traditional black universities as their most popular out-of-state institutions: Clark Atlanta University, Howard University and Grambling

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Embry-Riddle, DeVry popular among students seeking specialized degrees

They may not be USC or UCLA in terms of size and visibility, but two career-oriented private universities are quite successful at attracting a significant number of transferring California community college students.

Embry-Riddle Aeronautical University in Prescott, Arizona is the second most popular out-of-state destination (behind Brigham Young University) for California transfers and DeVry University, in four separate locations in California, is the fourth most popular California private institution (behind powerhouses University of Phoenix, National University and USC.)

Embry-Riddle touts itself as "the oldest and largest and most prestigious aviation and aerospace university in the world." Its alumni around the world work and lead the aviation and aerospace industry. Many fly the world's commercial airlines. And at $25,000 a year tuition, the 3,200 California community college students who transferred there in recent years are definitely committed to similar careers.

According to Bill Thompson, the university's director of enrollment management, Embry-Riddle does all it can to help interested students transfer by evaluating transcripts and working with aviations programs at schools such as **Mt. SAC** and **San Diego Mesa.**

DeVry University, which changed its name this past February from DeVry Institute of Technology, has campuses in Long Beach, Pomona, West Hills (in the San Fernando Valley) and Fremont in the Bay Area. More than 11,200 community college students have transferred to the business and information technology university in recent years.

Fardad Fateri, president of DeVry University, Southern California, says his institution has developed articulation agreements with community colleges near each of his campuses. He also meets regularly with community college leaders such as Jan Kehoe, president, **Long Beach City College.**

Community college transfers are the type of students "we want because they are very career focused, they have addressed their general ed requirements, know what they want and are ready to move into their majors. We have a career-focused education program here and that's a good match for community college students." According to Fateri, community college transfers do better than students straight out of high school. "Transfers have a 60 to 70 percent completion rate versus 40 percent for high school students coming right into the university." ◆

Differences and similarities between ethnic groups

- UCLA was the most popular UC transfer destination for all ethnic groups.
- The University of Phoenix was the most popular private California institution for all ethnic groups except Asians, who made Phoenix second behind the University of Southern California.
- The five most popular California private institutions were University

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TRANSFERS FLOCK TO CSU CAMPUSES

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University. West Valley-Mission CCD Chancellor Stan Arterberry, a graduate of Atlanta University (it merged with Clark University later), said he chose to move to Atlanta to do his graduate work "because it was in the south and I had never lived there. I grew up in Brawley, California, in the Imperial Valley and did my undergraduate study at Whittier College. I had only one black teacher in my first 16 years of school." Arterberry believes black universities are becoming more appealing to African American students because "their graduates are having a great deal of success in a variety of professions, particularly medicine and law." ◆

ETHNIC GROUPS

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of Phoenix, USC, National University, DeVry University and University of San Francisco.

- The four most popular out-of-state transfer destinations were Brigham Young University, Embry-Riddle Aeronautical University, University of Nevada – Reno and Southern Illinois University – Carbondale.
- For whites, BYU was the most popular out-of-state destination; for African-Americans, Clark Atlanta University; for Hispanics, Embry-Riddle, and for Asians, New York University.
- Thirty-nine percent of African Americans who transferred did so to private colleges in California or to out-of-state schools, by far the largest percentage of any ethnic group. ◆

NURSING SHORTAGE

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study. And when they can't find the time to study, their grades suffer." She'd like to see the state provide more funding for support services such as tutoring and mentoring. "This would decrease attrition and increase the pass rate on the state boards."

Townsend at El Camino argues that there must be higher statewide admissions standards but, at the same time, "There has to be some formula to help students that don't meet the admission requirements so they can be successful next year."

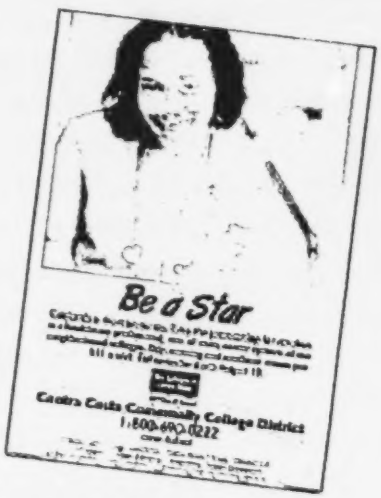
Chancellor Nussbaum argues for additional state financial support to enable colleges to open more classes. With over 6,000 applicants attempting to fill only 3,800 seats, the nursing shortage, he argues, could be relieved by expanding the number of slots available. "The lesser part of the solution is in improving success rate," he says.

The Chancellor's Office will now prepare a written "advisory" outlining the findings of the completion and prerequisite report with recommendations to the districts on how to use the new data within the system's commitment to access. The advisory will also cover recruitment efforts, matriculation regulations, curriculum approval processes, and future evaluation of new admission policies on enrollment and completion rates. An advisory committee of nursing directors, researchers, instruction and student services officers and Chancellor's Office staff will review the advisory before it is distributed to the field.

Victoria Morrow, interim executive vice chancellor and the point person on the issue in the Chancellor's Office, says it would be perfectly legal for the districts to increase admission standards "if they did it correctly from a procedural point of view."

The nursing directors are particularly interested in the advisory coming out of the Chancellor's Office. Roz Hartman, director of health sciences at **College of Marin**, reports, "All the nursing directors in the state are waiting to see if we can go ahead and use the findings of the study to admit students. I would like to be able to go to our college curriculum committee and change our admission standards."

Hartman believes higher standards would not only improve completion rates, but make more efficient use of college dollars. "You're wasting spaces now. There are people who want spots but



seats are being taken up by students who can't do the work. It's not really helping the nursing shortage."

Tammy Rice at Saddleback says directors have known "for some time that science GPA has a high correlation with success in nursing. It's the most unfortunate thing to watch a student struggle because they don't understand the science. But community colleges are open to all students. We have to be careful we don't put up barriers. We need to look at the study and think about how to make students more successful. It doesn't serve the taxpayer to have students go through the program and fail." ◆

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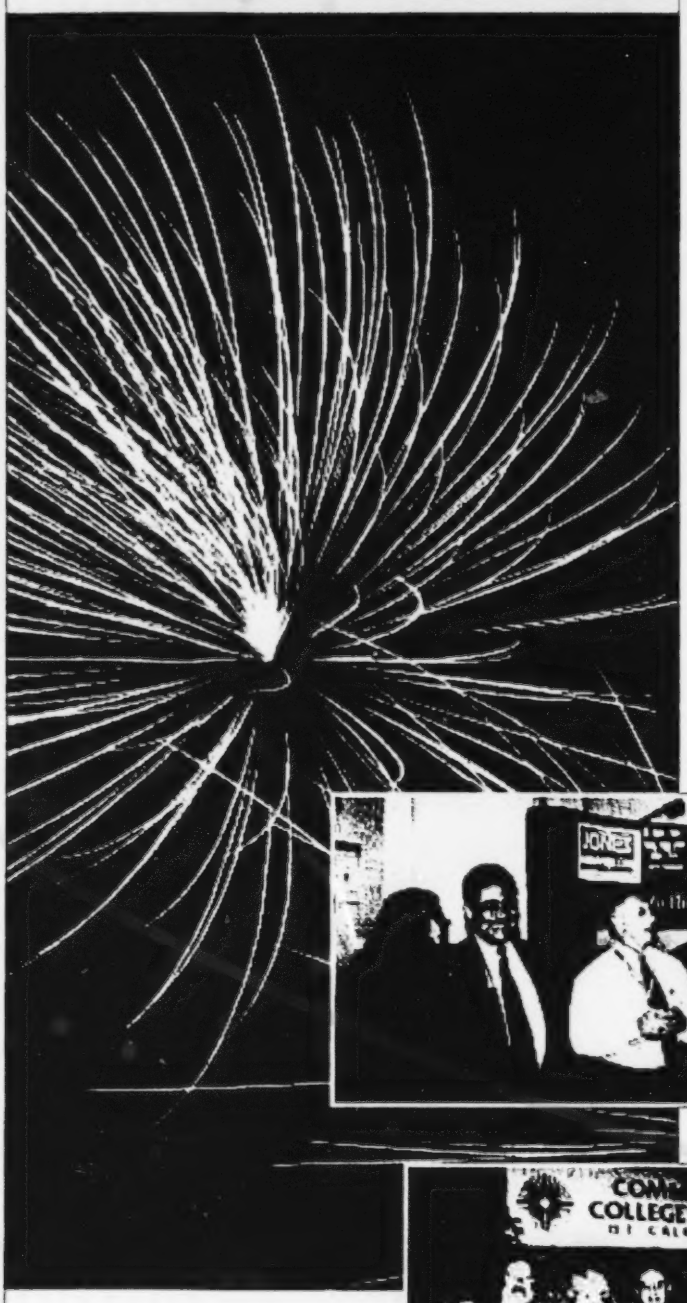
2002 Annual Convention

November 14-16 • San Jose Fairmont

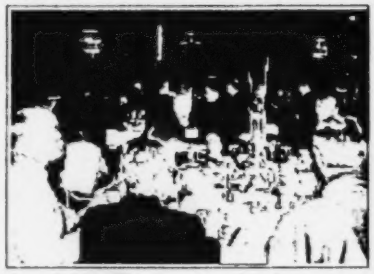
Celebrating the way California LEARNS



You'll Get What You Need from the League's Annual Convention

Learn What's Working and What's New

- Hear from national leaders without having to leave California
- Choose from many high quality, relevant programs



Be Inspired

- Hear great speakers
- Share ideas with each other
- Enjoy the accomplishments of college employees, students and alums

There's Something for Everyone

- Trustees and CEOs
- Leaders and committee members from all segments of the colleges
- Academic administrators and faculty
- Business officers and legal staff
- Student services and other support areas
- Faculty and staff development officers and committee members
- Classified staff
- Student leaders
- Researchers and foundation staff
- All those who care about student learning

Have Fun!

- Enjoy San Jose's upscale downtown, its art galleries, and the famous Museum of Technology
- Meet old friends and make new ones
- Join in the "Show of Spirit" competition
- Return home with renewed enthusiasm.
- Get away from the day-to-day details—see the "big picture" of what's happening in community colleges

Save Money

- All this at one low cost (the League's fee includes more meals and more events than all other major conferences)

Prepare for Accreditation's Focus on Learning Outcomes

- Hear what the Accreditation Commission expects
- Learn about challenges and successes from national and state experts
- Explore learning and the brain and EQ

2002 Annual Convention

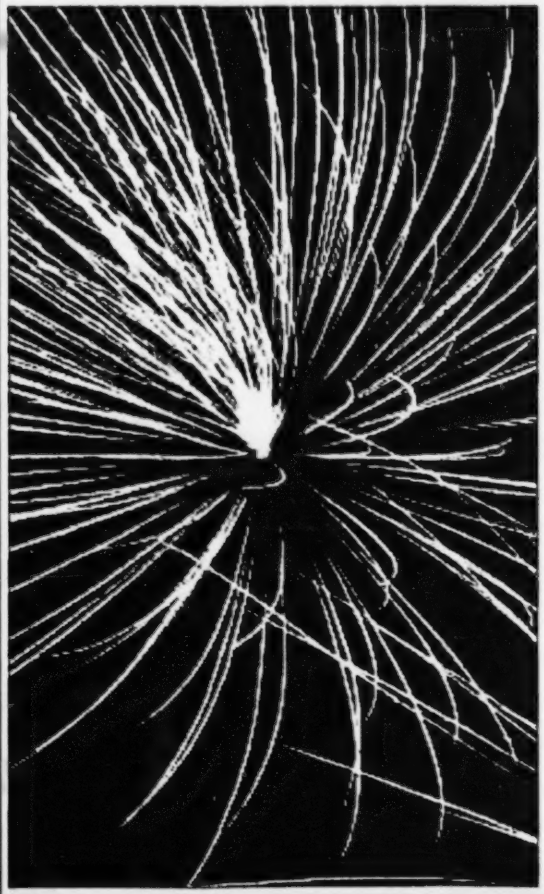
November 14-16 • San Jose Fairmont

Celebrating the way California LEARNS

Speakers

Edward Asner
Actor, Activist, Humanitarian
Public Policy Goals of Education
Award-winning actor Edward Asner has added advocacy for education to his work for human rights, dignity, and political freedom.

Pamila Fisher, Chair, American Association of Community Colleges
Augie Gallego, Chair, American Council on Education
Brenda Knight, Chair, Association of Community College Trustees
National Leaders Live!
In 2002-2003, three important national associations will be chaired by Californians, offering us an exceptional opportunity to explore national issues and their implications for California.



Kay McClenney
Senior Associate, Pew Forum on Undergraduate Education
Learning Outcomes at the Learning Colleges
Dr. McClenney , a premier speaker on learning colleges and educational policy trends, will share what colleges across the country are learning about learning outcomes and institutional effectiveness.

Jim Tunney
Educator and Community College Trustee
Leading for Learning
Drawing from 28 years experience as an educator and 31 years as an NFL referee, Dr. Tunney will address what it takes to motivate, build team, and lead in today's colleges.

PreConvention Workshops

Thursday, November 14 1:15 – 4:15 p.m.

Implementing the Learning Outcomes Standards
Get an early start on meeting the new accreditation standards, which include a new emphasis on defining and assessing student learning. Accrediting Commission executives will discuss the intent of the standards and explore with participants the implications of implementing them at the local level.

After the Bond Passes
Passing a Prop 39 bond is just the first big step in a number of collaborative and technical processes to create new facilities and learning resources. Los Angeles college presidents, bond bankers and attorneys will cover the issues and activities related to using the bond funds, including citizens' oversight committees, selling the bonds, planning and facility design, required reports, and a myriad of other considerations.

Be More Successful by Becoming More Emotionally Intelligent
Emotional Intelligence (EQ) accounts for approximately 85% of the ability to be successful in life, both personally and professionally. Company of Experts explores ways of developing EQ in ourselves, employees, and students in order to foster learning and greater success in life.

Session Highlights

Developing Consensus on Learning Outcomes
Peggy Maki, Director, Assessment, American Association of Higher Education

What All Educators should Know About the Human Brain
Ken Wesson, Educational Consultant, Neuroscience

Keeping the Promise Alive: Best Practices for Diverse Community College Students
Laura "Blaze" Woodlief, Project Director, and *Catherine Thomas*, Senior Project Associate, California Tomorrow

Knowledge-Based Leadership for Learning Colleges
Marcy Drummond, University of Southern California; *Mark Drummond*, Los Angeles CCD; *Tyree Wieder*, Los Angeles Valley College; *Estela Mara*, University of Southern California

The International Learning Outcomes Project: California's Expertise
Representatives from Foothill and San Diego Miramar Colleges, two of the colleges in the 16-college League for Innovation North American Learning Outcomes Project.

Session Strands and Highlights

A few examples of the many "hot topics" scheduled for the conference....

Innovations in Education and Learning Outcomes

- Academic and Transfer Success for Underrepresented Students
- University and Community College Partnership: The Next Level
- Measuring Technology Costs and Benefits
- The Impact of Student Services on Learning Outcomes
- Strength Based Classroom Strategies that Enhance Outcomes

Professional and Leadership Development

- Leadership Institutes within the Colleges
- Faculty Development in the Web Age
- Creative Ideas for Training on a Limited Budget

Classified Staff

- Learning Leadership through Governance Participation
- Transforming our Future through Professional Development
- Governance, Learning and Black Holes

Supporting Student Success

- The Freshman Experience: Success Breeds Synergy
- Health Services are Critical to Student Success
- An Update on Disabled Students Services and Adapted Technologies

Administration and Finance

- Update on Collective Bargaining Issues
- Planning Facilities in a Learning College
- Budgeting for the Colleges During Tough Times

Shaping State Policy

- Meeting Equal Opportunity Goals in Today's Affirmative Action Environment
- Today's Research Agenda for the Community Colleges
- Latinos in the Community College System

Special Event

California Association of Latino, African-American, and Asian Pacific American Trustees

Luncheon, November 14, 11:30 – 1:00
(separate registration required)
Featuring Leo Chavez,
Chancellor, Foothill-DeAnza CCD

Convention Schedule

Thursday, November 14

As scheduled	Association Business Meetings
1:15 – 4:15	Statewide CEOCCC Meeting
1:15 – 4:15	Pre-Convention Workshops
4:30 – 5:30	Opening General Session **Jim Tunney,** *Leadership for Learning*
5:30 – 7:00	Educational Showcase and Opening Reception
7:00	Opening Banquet and Entertainment

Friday, November 15

7:00 – 5:00	Registration
7:30 – 12:30	Educational Showcase
7:30 – 8:30	Continental Breakfast
8:30 – 9:30	General Session **Kay McClenney,** *Learning Outcomes from the Learning Colleges*
9:45 – 10:45	Concurrent Sessions
11:00 – 12:00	Concurrent Sessions
12:00 – 12:30	Educational Showcase Closing and Prizes
12:30 – 2:30	Luncheon and General Session *National Leaders Live!*
2:45 – 3:45	Concurrent Sessions
4:00 - 5:00	Concurrent Sessions
5:30 – 7:00	Gala Reception and Entertainment *Celebrating Proversity with Art, Music, and Dance*

Saturday, November 16

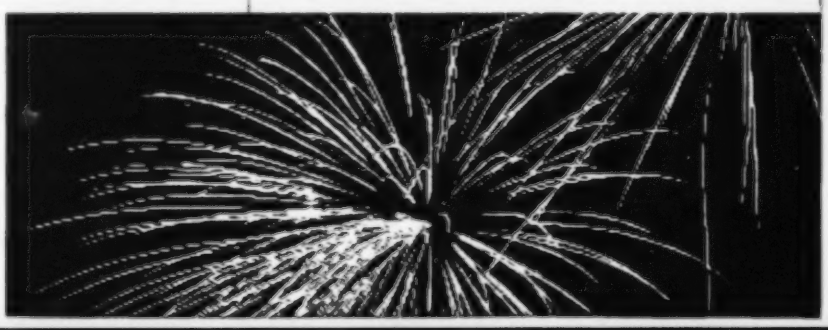
7:30 – 12:00	Convention Registration
8:30 - 9:30	General Session **Edward Asner,** *Public Policy Goals of Education*
9:45 – 12:00	Concurrent and Focus Sessions
12:15 – 2:00	Closing Awards Luncheon *Celebrating the Way California Learns*

Association Meetings

Community College associations holding meetings at the Convention include:

- Accrediting Commission Liaison Officers
- Chief Executive Officers
- CC Public Relations Organization
- CCC Council for Staff Development
- Association of CCC Administrators
- Community Colleges for International Education, and
- Commission on Athletics

If your association is interested in holding a meeting, please contact Cherie Savage at csavage@rcleague.org.



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Roderick A. Carter, Robert E. Barna and Catherine W. Bando in their Los Angeles offices

David G. Casnocha in his San Francisco office

Premier Sponsors

Successful banking firm helping districts pass general obligation bonds

This month, the municipal investment banking firm of **RBC Dain Rauscher** is assisting eight districts prepare for general obligation(GO) bond elections in November, including San Diego CCD, Coast CCD and State Center CCD. The bonds total $2.45 billion. This past March, the firm and its two principals, Roderick A. Carter and Robert E. Barna, helped eight districts pass $1.4 billion in GO bonds.

With a combined 29 years experience in the municipal bond business, Carter and Barna provide client districts with a wealth of financial and political information and insights. "When we work with a district," says Carter, "we share what other districts have done, what works and what doesn't. Our experience helps districts make the right decision on a variety of tax, financing and political issues."

To prepare for an election, the firm conducts tax analysis of growth and assessment potential, capacity analysis (how much money you need and when you need it), and preparing documents to keep tax rates as low as possible. The firm also works to ensure the district follows all IRS regulations. "One of the tasks we work closely with district officials on is to make sure the districts get the money they need, when they need it," explains Barna. "And that they maintain or improve on the tax levy promised to the voters."

Districts holding district-wide elections next year will be able to hold Prop. 39 elections in 2003. In 2004, with statewide primary and general elections, all districts will be able to run Prop. 39 elections.

RBC Dain Rauscher is the only firm in the United States ranked in the top 10 in both underwriting and financial advising. Their colleague, Catherine W. Bando, has worked with the Community College League since 1995 issuing the League's annual Tax and Revenue Anticipation Notes (TRANS). This year, the League pool included 42 districts and totaled $251 million.

Law firm provides districts with advise, counsel based on experience, success

While law firms and bond counsels provide a variety of important services to districts planning a general obligation bond election, the experience and understanding of the lore of community college bond elections is where attorneys such as David G. Casnocha of **Stradling Yocca Carlson & Rauth** believe they provide the most "value added" benefits for clients.

"Our years of experience serving as bond counsel to many community college district GO bond elections is an advantage to new clients," says Casnocha. "Based on our considerable wealth of anecdotal experience, we can help respond to questions from the community and staff, as well as provide advice and counsel to administrators and boards about planning and running a bond election."

Casnocha and his law firm have served as bond counsel to districts throughout California for over 25 years. The firm annually ranks among the state's top bond counsel firms, having rendered bond opinions on over $4 billion of tax-exempt municipal bonds. The firm also serves as counsel to the Community College League's financing authority, which issues both TRANS and lease revenue bonds. Recently, Casnocha has served as counsel for several districts running successful GO bond elections, including San Jose-Evergreen CCD, Fremont-Newark CCD and Chaffey CCD. He is currently working with nine districts planning GO bond elections in November.

As bond counsel, Casnocha plays many roles in an election, including providing tax opinions that attract investors (and reduce costs to districts), preparing legal documents and resolutions (before and after the election), ballot language and providing day-to-day legal advise on a myriad of issues that districts must address. "The goal of our firm is to be service oriented," explains Casnocha. "I like to pride myself on my ability to explain, in plain English, the rules of borrowing money. As a law firm, we believe it is our role to help districts find a 'yes' answer to the business and political challenges a bond election inevitably poses."

Convention Registration Form

Name for Badge _____

Title for Badge _____

Guest Name for Badge _____

College/Organization _____

Address _____

City State Zip

Telephone _____

E-mail _____

Convention Registration

(Includes Thursday Banquet, Friday Luncheon, Friday Reception and Saturday Luncheon)

		After Nov 1
A. Regular Registration	$360 ____	$385 ____
B. Presenter, Student, or Team Registration	$330 ____	$355 ____

This special rate is for students, those making presentations, or those attending as a team. Convention attendance is much more beneficial when a group from a college attend together. In recognition of this we offer a reduced rate for groups of 5 or more from a college. Team registrations must be submitted together to qualify. Rates listed are per person.

C. Daily Registration
For those unable to attend the entire convention.

Friday, November 15 Includes continental breakfast/luncheon/reception	$225 ____	$255 ____
Saturday, November 16 Includes luncheon	$175 ____	$195 ____

D. Guest Events

Thursday Banquet/Program	$ 55 ____
Friday Luncheon/Program	$ 45 ____
Friday Reception	$ 40 ____
Saturday Luncheon/Program	$ 45 ____

E. CALAAAPACCT Luncheon Registration $ 50 ____
November 14, 2002 (California Associations of Latino, African American, and Asian Pacific American Community College Trustees)

F. Pre-Convention Workshop Registration
There is no additional cost for workshops, but please indicate if you plan to attend one.
- Becoming More Successful by Becoming more Emotionally Intelligent
- Implementing the Learning Outcomes Standards After the Bond Passes

G. Total Amount Enclosed $ ____

H. Dietary Needs *(restricted diet meals will be available only if indicated below)*
Vegetarian Other____

I. Mobility Accommodation____

Cancellation Policy: *Refund requests must be in writing and no refunds are available if cancellation is received after November 8, 2002.*

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CCLC Annual Convention
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The Fairmont combines high-tech perfection with elegance, and is only steps away from many outstanding local restaurants, unique shopping, the San Jose Art Museum and renowned Museum of Technology.

Air Travel

Discounts on Southwest and United Airlines. See www.ccleague.org, click on Annual Convention

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Awards and Recognition

Celebrating the Way California Learns
Recognizing Those who Create Outstanding Learning Environments
Saturday, November 16, 12:15 to 2:00
Colleges are invited to nominate people and programs that have created outstanding learning environments and enhanced the learning of both students and employees. Those nominated will be recognized at the closing luncheon. Information about the recognition program is mailed to CEOs and other college staff, and posted on www.ccleague.org, click on Annual Convention.

Show of Spirit Cup
We encourage conference participants to demonstrate their pride and spirit by participating in the *Show of Spirit*. This lighthearted competition awards points to colleges for the number of convention attendees, program proposals, and presenters, as well as for college displays, banners, posters or artwork promoting the college; and attendees who promote the college at the convention through attire and group activities. Information on the *Show of Spirit* was mailed to CEOs, PIOs, staff development officers and registered participants, included with convention confirmation letters, and posted on www.ccleague.org, click on Annual Convention.

Student Showcase Entertainment

Enjoy the best of student entertainment from local colleges.
Hosts
The host districts provide outstanding support for the convention:
- Foothill-DeAnza CCD
- Gavilan CCD
- San Jose-Evergreen CCD
- West Valley-Mission CCD

Sponsors

Our appreciation is extended to Premier Sponsors:
- RBC Dain Rauscher
- Stradling Yocca Carlson & Rauth

As well as to reception sponsors:
- California Community College Economic Development Network (Ed>Net)
- Liebert Cassidy Whitmore

And general session sponsor:
- Atkinson, Andelson, Loya, Ruud and Romo

And coffee break sponsor:
- Strata Information Group

Educational Showcase

Over 30 exhibitors and advertisers will keep you up-to-date on the products and services that our students and colleges needs.

WEB-SITES HELP EXPLAIN CHANGES, CHALLENGES IN CA CITIES, SUBURBS

If your district lies within the Bay Area, the Los Angeles region, or San Diego County and you're interested in a "striking spatial display of data" about a variety of social and economics trends, here's a cool web site worth checking out: www.metroresearch.org.

The site is the brainchild of Myron Orfield, executive director of the Metropolitan Area Research Corp. (MARC) and the author of a number of popular books, including Metropolitics and American Metropolitics: The New Suburban Reality. MARC is a non-profit research and geographic information systems (GIS) firm with expertise in presenting cutting edge social and economic demographic research through computer-generated displays of data.

The MARC website includes information on the percentage of elementary students eligible for free lunches, percentage of non-Asian minority elementary students, tax capacity per household, and changes in population density.

Writing in the Washington Post, columnist David Broder praised Orfield for bringing, "a stunningly fresh perspective" to urban demographics via his website. "The first thing his maps demonstrate is the folly of considering suburbs as a simple species, easily differentiated from center cities or rural areas, but pretty much all alike themselves."

When you get to the Web site, click on "Explore the Nation's 25 Largest Metropolitan Areas" and then choose the area of your choice. The San Francisco map ranges from Watsonville to Santa Rosa and all the way to Vacaville. Los Angeles includes San Bernardino, Ventura, Riverside and Orange counties. San Diego includes the entire county.

Quote of the Month

"Under the way they're kind of writing it right now, out of the Senate Finance Committee, some people could spend their entire five years — there's a five-year work requirement — on welfare, going to college. Now, that's not my view of helping people become independent. And it's certainly not my view of understanding the importance of work and helping people achieve the dignity necessary so they can live a free life, free from government control."

PRESIDENT GEORGE W. BUSH (BA-YALE, MBA-HARVARD)
Speaking on welfare reform proposals before Congress

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On CAMPUS

Blind man gives $4 million to help handicapped

A local resident who was legally blind has given the **Foothill-DeAnza CCD** a $4 million gift to assist students with physical limitations. Dale Schoettler, who passed away last year, gave the money to the district, a family friend said, because "he wanted to help students with similar challenges."

Carole Cassidy, executive director of the district foundation, said, "We are tremendously grateful, and will ensure that his gift serves students in precisely the way he envisioned: by improving their educational opportunities." The gift is the largest single donation ever received by the district and one of the largest single gifts ever given to a California community college. In 1991, Schoettler gave **DeAnza College** $15,000 to assist visually impaired students.

Peralta to open language institute in China

In an effort to attract foreign students to its four colleges, the **Peralta CCD** will open a language school this semester in Hainan, China. The Peralta Overseas English Institute will ultimately enroll about 90 students who, the district hopes, will consider attending community college in the district.

The institute's primary mission will be to encourage learning and cross-cultural understanding. "We are in the business of education, we are not an island unto our selves," says trustee Amey Stone. "When you have an understanding (between nations), you're much less likely to become enemies."

Robotics gives 9th graders view into their futures

Engineering and electronics may seem like odd weekend activities for 14- and 15-year-olds. Nevertheless, 9th and 10th graders from five San Fernando Valley high schools spend 6 hours every Saturday building and programming robots at **Los Angeles Valley College**. It's all part of LAVC's Robotics Academy, which is a component of the college's School-to-Career program. It also represents a partnership among the college, high schools, two universities, the business community, and trade associations such as the National Tooling and Machining Association and Small Manufacturers Institute. Students learn how to build robots, program the machines on computers, work with computer-aided design software, manufacture parts, and how to install circuitry. If they choose to go all the way with the 4 + 2 + 2 program and earn a degree from either CSU Northridge or CSU Los Angeles, they could become, for example, engineers at Jet Propulsion Laboratory. Or, with an A.S. degree from LA Valley College, they can work as technicians.

NSF grant kicks off new BS Degree program for colleges

A consortium of Southern California community colleges has received a $2 million grant from the National Science Foundation to develop a new regional center for information and manufacturing technology at **College of the Canyons**. The center will serve as a hub for the development of new educational programs and training for students and teachers in the fields of manufacturing and information technology and will partially fund the development of a bachelor's degree program in Industrial Technology at several community college campuses.

College participating in the project include Canyons, **Antelope Valley, Allan Hancock, Cuesta, Moorpark, Santa Barbara** and **Oxnard**. California State University, Fresno will provide faculty for the degree program, which will be offered at Oxnard's Camarillo Center and Canyon's University Center. The goal of the project is to create more bachelor's degree programs in science and technology and to offer them at community colleges to increase accessibility.

PEOPLE

Appointments

■ **Bernard Luskin**, the founding president of **Coastline Community College** and past president of **Orange Coast College**, has been named executive vice president for institutional partnerships and director of the new Community College Leadership Program at the **Fielding Graduate Institute** in Santa Barbara. As director of the Community College Leadership Program, Luskin will design and implement a doctoral curriculum to enable community college leaders to address current challenges in higher education. Luskin earned his doctorate in higher education and psychology from UCLA, where he was a Kellogg Fellow. He is the author of numerous research studies, articles and books, as well as the producer of two Emmy-winning television series and more than 100 CDs and DVDs. His new book is *Casting the Net Over Global Learning: New Dimensions in Workforce Education and Online Psychologies*. Fielding is an accredited, nonprofit graduate institute offering a spectrum of programs within schools of psychology, human & organization development, and educational leadership & change. Luskin is a former chairman of the American Association of Community Colleges (AACC) and executive vice president and COO of AACC.

■ **Peralta Community College District** trustee **Brenda Knight** has become the first African American woman to be elected Chair of the **Association of Community College Trustees** (ACCT). She will assume her new duties at the national association's convention this month in Philadelphia. ACCT is a national, not-for-profit association, representing the 6,500 elected and appointed officials who govern the nation's 1,200 community, technical and junior colleges.

Responsibilities include working with all 1220 member colleges in all 50 states, with U.S. Secretary of Education Rod Paige, and with other national education associations. One of her goals will be to enhance trustee education programs.

The Oakland native has served as an elected trustee at Peralta for seven years and is currently the board president. Knight completed classes at Peralta's four campuses and graduated with honors, receiving an AA in social science from Laney College, making her the only elected community college trustee throughout the U.S. to graduate from college while serving on the governing board of a college.

In August, Knight received her BA in business management at Saint Mary's College. "Education is my passion," said Knight. "When I see third world countries do so well with so little, it disturbs me. We have so many resources available to us, yet we are so far behind. I spend a lot of my time motivating others to continue their education. That is why I returned to school. I heard my own message. I wanted to be a living example. I didn't want to just 'talk the talk,' I wanted to 'walk the walk'." She graduated this past month, serving as commencement speaker.

■ **Grossmont College President Ted Martinez, Jr.** has been elected president of the National Community College Hispanic Council (NCCHC), an affiliate council of the American Association of Community Colleges. The 250-member council is entering its 18th organizational year of support and leadership development for Hispanic educators in community and technical colleges. Martinez had previously served as the organization's vice president, and board member. Current board members also include President **Cecilia Cervantes, College of Alameda**, and President **Maria Sheehan, College of the Desert**.

■ **Homer Cissell**, dean of instruction at Rend Lake College in Ina, Il, has been selected as the new superintendent/president of the **Lassen CCD**. He succeeds Ken Cerreta who has held that position since 1998. Cissell has 25 years of college teaching and administrative experience, and served most recently as dean of instruction at Rend Lake Community College in Illinois. He received his bachelor's degree in biological sciences and his doctorate in education from Southern Illinois University. His doctorate studies specialized in strategic planning.

■ **The Mt. San Antonio CCD** board of trustees has selected

Bernard Luskin

Homer Cissell

Brenda Knight

Christopher O'Hearn

Juan Vazquez

Glenn Roquemore

Christopher O'Hearn as the new president/chancellor. He replaces William Feddersen, who retired after 11 years service to the district. O'Hearn has been president of Mission College in Santa Clara since 1999. He served in the 1990s as vice president of instruction at Orange Coast College and dean of academic affairs at LA Harbor College. O'Hearn is currently earning his doctorate in higher education from Capella University in Minnesota. He holds a master's in education administration and another master's in English literature. He is also a graduate of El Camino College.

■ **Juan Vazquez**, interim president of College of Alameda, has been named president of **Santiago Canyon College** by the Rancho Santiago CCD board of trustees. Vazquez has worked at College of Alameda since 1975, most recently serving as vice president of instruction. He began his career at the college as an English instructor. Vazquez has a baccalaureate in philosophy from City University of New York and a master's degree as a reading specialist from CSU Fullerton.

■ **Glenn Roquemore** has been appointed by the South Orange County CCD board of trustees as the new president of **Irvine Valley College**. Roquemore has a Ph.D. in geology and geophysics from the University of Nevada, Reno and has published over 50 papers on earthquake and volcanic hazards. He began his career at IVC teaching geology. He has served as vice president of instruction since 2000. He has also served as vice president of student services and dean of advanced technology.

Interim Appointments

■ **Cerritos CCD** has appointed **John Grindel**, vice president of academic affairs/provost, as interim president. He replaces Jane Harmon, who was placed on paid administrative leave by the board.

■ **Gene Farrell**, retired vice chancellor of the Coast CCD, has been named interim president at **Orange Coast College**.

■ **Jack Fujimoto**, former president of Sacramento City College, has been named interim president/superintendent at **Imperial Valley CCD**.

■ **James Walker**, retired president of Moorpark College, has been named acting chancellor of the **Ventura County CCD**, replacing Philip Westin, who has been placed on administrative leave. ◆

In Memoriam

Harold Weaver, 96, the first president/superintendent of the **Sierra Community College District**, died in his Auburn home in June. Weaver was hired by Placer Junior College in Auburn in 1938 to teach mining engineering and geology. He was named president in 1946. Weaver led the college's effort in the 1950s to pass a bond measure to buy the land for the current campus in Rocklin and physically separate itself from its original site at Auburn High School. The $3 million bond, which passed on the third try, not only paid for the land but built and equipped some of the current campus in Rocklin. Critics at the time questioned the need for the college, given that the orchard industry in Placer County was diminishing and the population was expected to drop. Today, Placer County is one of the state's fastest growing regions and Sierra College enrolls 19,000 students. Weaver once said of himself, "I'm not a 16-hour-a-day man – if I can't get it done in eight to 10 hours, the hell with it. I'll get it done the next day."

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WHERE ARE THEY NOW?

BEV O'NEILL: FORMER PRESIDENT NOW THREE TERM MAYOR

Nine years after retiring as president of **Long Beach City College**, Beverly O'Neill is beginning her ninth year – and third term - as mayor of the City of Long Beach.

The lifelong resident of Long Beach was president of the college for five years. She graduated from city college and began her career on campus in 1962 as a women's advisor, working her way up in student services to vice president.

O'Neill made national headlines earlier this year when she decided to run for a third four-year term. City term limits law bans a mayor from being on the ballot after two terms. O'Neill had run successfully in 1994 and 1998 (when she was reelected with 80 percent of the vote) and felt her "strategic plan" of revitalizing the city with a combination of tourism, foreign trade and emerging technologies was not yet complete. So she decided to run as a write-in candidate.

Ms. Mayor and the Assemblywoman – Long Beach Mayor Beverly O'Neill, at right, presents Assemblywoman Jenny Oropeza, a former Long Beach City Council member, with a special proclamation on behalf of the Mayor's Office. O'Neill has been mayor since 1994, a year after she retired as president of Long Beach City College.

In a primary field of seven candidates this past April, write-in candidate O'Neill came in first with 27 percent of the vote. Supporters not only had to write in her name, they also had to black out the circle next to it as well. In the general election in June against the vice mayor – the only candidate listed on the ballot - she again came in first.

National newspaper columnist David Broder, reporting on a recent meeting of the U.S. Conference of Mayors, wrote, "The heroine of the gathering was...Beverly O'Neill of Long Beach...As far as anyone knows, no city of anything approaching Long Beach's size (470,000 people) had ever elected a write-in mayoral candidate. But O'Neill was widely known, had the support of top California Democrats, a Republican county supervisor and the *Long Beach Press-Telegram*, and she raised more than $400,000 for the race. Her colleagues – who would love to feel that same degree of support from their constituents – kept coming by her seat to offer congratulations and, perhaps, soak up some good O'Neill karma."

O'Neill has publicly stated she will not run for a fourth term in 2006. ◆

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raygiles@ccleague.org

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